CHILD STUDY

To help parents make their parenthood more intelligent, more efficient and of the highest use to their children.

THE SUMMER VACATION

Published by

FEDERATION for CHILD STUDY
Child Study Association of America, Inc.

March 1925

HOUSATANIC CAMP

Foothills of the Berkshires

Sixty brothers and sisters
cousins and friends
6 to 12 years old.

Healthy, happy out-door life
under intelligent and sympathetic supervision.

June 15th—September 15th

LAURA B. GARRETT

251 Cumberland St., Brooklyn, N. Y. **Prospect 8970**

CAMP MIRAMICHI

In the Adirondacks
Merrill-on-Chateaugay Lake, New York

ELEVENTH SEASON
1925

Water Sports	Archery
Hiking and Climbing	Handicrafts
Camp Cooking	Nature Study

CAMPING TRIPS

All activities under the supervision of carefully selected corps of councillors. Girls gain in physical fitness and breadth of outlook.

ELEANOR AND AGATHE DEMING
Directors

MEMBERS OF CAMP DIRECTORS ASSOCIATION
945 West End Avenue Academy 4688

Circular Upon Request
Interview by Appointment

CAMP TEN-RAB

FOR GIRLS

On Cedar Island, Fourth Lake,
Fulton Chain, Adirondack Mountains,
New York

FOURTH SEASON

A carefully planned program of outdoor activities on land and water as well as interesting work in crafts, dancing and dramatics, supervised by experienced and inspiring leaders.

Wholesome Food :: Modern Conveniences

Write for our Year Book, which is a chronicle written by the merrymakers who spent their summer at Camp Ten-Rab.

MISS RAY BARNETT, MRS. RALPH BARNETT
182 St. Nicholas Avenue
New York City

Telephones: University 2339—3620

CHILD STUDY

Published By

The Federation for Child Study

THE CHILD STUDY ASSOCIATION OF AMERICA, Inc.

Vol. 2 March 1925. No. 4

The Summer Vacation

Its Educational and Recreational Possibilities

TO our grandparents, the summer vacation season presented no special problem. The farm, the near-by countryside, the town and suburban garden, the more spacious and unhurried living made it possible for both parent and child to adjust themselves to the vacation period without great effort or friction. But with our increasing industrialization and the rapid growth of the big city comes the need for a serious consideration of the summer vacation and what it may mean to the child.

Too often, it has meant for the more "fortunate" child artificial adjustment to the life of its elders in summer hotels, resorts or isolated country homes. To the child of the poor, it has meant irresponsible living in city streets, without restriction or guidance, without facilities for healthful play. It has been found that juvenile delinquency increases rapidly during this vacation period and that the physical deterioration of the city child during the summer is marked.

The idea that the summer vacation may have educational as well as recreational possibilities is comparatively new. To the old-fashioned pedagogue to whom knowledge was a thing to be secured in books, the vacation period was but an unfortunate interruption of the academic process. To the modern parent and teacher, it presents an educational opportunity as important as that of the school season—an opportunity to relate the child to the natural world he lives in, to supplement vicarious with real experience.

With the growing recognition of these facts, there have developed various types of activity in keeping with this new conception of the summer vacation. Perhaps the most conspicuous of these is the Summer Camp. President Emeritus Eliot of Harvard has said, "The organized summer camp is the most important step in education that America has given to the world." The rapid growth of the summer camp idea testifies to the fact that it is meeting a vital need in modern family life. In 1900, there were 25 private camps in America. At present, there are over a thousand, of varying degrees of merit. Beside these, there are the large semi-public and organization camps, such as the Boy Scouts, the Girl Scouts and those conducted by cities, universities, clubs, churches, etc.

The parent who decides upon the summer camp as a solution for his child's vacation needs must choose from this large number the type of camp best suited to the needs and interests of his individual child. The privately owned camps vary in program and theory with the ideals of their owners. More important than the environment and physical care

CONTENTS

	PAGE
The Summer Vacation Its Educational and Recreational Possibilities	3
Minutes of a Child Study Group Function of a Summer Vacation	5
Editorial	6
Ehrich Memorial Library	6
Everett Dean Martin Lecture	6
The Summer Play-Schools	7
The Month's Activities	9
Book Reviews What Ails Our Youth? by Coe. Books Received for Review. Suggested Readings from Current Periodicals.	13
Our Publications	15

which the child receives are the personality and view-point of the men and women leaders with whom he associates. During the rest of the year, the personal elements that influence the child's life are broken and somewhat balanced. Part of his day is spent with his teacher, part with his parents, part with his neighbors and playmates. But in the summer camp, the child's environment is especially created for him and he is in it twenty-four hours a day. For this reason, the three months of camp life may influence his personality more deeply than any other factor in the year's environment.

The best modern camps include opportunities for development along physical, mental and moral lines. Many camps include in their programs a certain amount of academic work, such as history, languages, music, etc. Singing, dancing, pageantry and dramatics are receiving increasing attention. The artistic and creative interests are given expression in such activity as well as in handicraft. In a summer camp, the child frequently makes the thing he needs. In many camps the children put up tent houses, build furniture, cut paths, create gardens, sew dresses and costumes. Out-door living, well-balanced diet and stimulating sports build up sound bodies and nerves. Woodcraft and animal lore, scouting, trailing, climbing, canoeing, develop an appreciation of the physical world in which the child lives, sharpen his observation and enrich his experience by developing his adaptive powers. Dishwashing, bed making, camp cooking make for independence and self-discipline and act as an effective democratizing influence. Many an apparently lazy and selfish child has returned home from camp life with an appreciable change toward better social living. This adjustment of the child to useful and happy participation in community life is perhaps the most important contribution of the summer camp. In camp, artificial valuations are discarded, the spirit of service and cooperation is cultivated and a realization of the interdependence of human beings is gained through actual experience.

It is interesting to note that in the experience of many camp directors, most of the health and diet problems disappear in camp life because of the social attitude toward them. The child who is "finicky" is not urged to eat a certain food. He is not made the center of concern and excitement. Hunger and imitativeness very soon do the work more effectively. In the same way, the desire to participate in tomorrow's canoe or hiking trip is sufficient incentive for trying to keep clean, strong and healthy.

Educators and camp directors are divided in opinion on the subject of the co-educational camp. Some of the best camps are co-educational and have the advantage of approximating the family and social relationships in which the child spends the rest of his year. It is claimed on the other hand, that different aptitudes in tastes and sports make the all-boy or all-girl camp better adapted to the free activity and development of the individual child.

The nursery camp for the small child from four to eight may have as great educational value as the summer camp for the older child. Here life is adjusted to the child's needs and he is free from the continuous strain of adaptation to the adult world. The furniture is built for him, the books are chosen for him and the group tasks and projects are in keeping with his understanding and capacity. He is living in a world of equals, with only the necessary minimum of adult guidance. Add to this a happy, wholesome farm life and the nursery camp provides an ideal summer vacation for the small child.

The summer problem for those children whose parents cannot afford to send them to a private camp is met by such organizations as the Boy Scouts, the Camp Fire Girls and the dozens of other camps maintained by educational, religious and social agencies, where for a nominal price the boy or girl may, in larger groups, enjoy the educational and recreational advantages of wholesome camp life.

An interesting experiment in connection with Boy Scout Camps has been made in the organization of older scouts into small camp groups which specialize in forestry and woodcraft in the heart of the Adirondacks. Here, the boys find nothing prepared for them. They must create their own camp, do their own cooking and cleaning and in every way approximate the pioneer life of their forefathers.

Camps which began originally as philanthropic enterprises for tubercular children, such as the fresh-air farms, are being transformed at the present time into preventive health and educational centers where the city tenement child may have some of the advantages of the more fortunate

(*Continued on page* 8)

Child Study Groups

Minutes of a Meeting of Chapter 15.

Topic: The Function of a Summer Vacation.
Sources:

Lee: Play in Education.
Gulick: Philosophy of Play.
Sargent: Guide for Summer Camps.
McKeever: Training the Boy—Training the Girl.

When school vacations were originally planned, our forefathers had in mind only the parents and their needs—and most of the parents of that period were farmers. Children were released from school in order to assist their parents—to sow, cultivate and harvest crops, to milk and churn and gather eggs. For every city child there were plenty of country aunts and uncles to whom they could be sent in summer time.

At present then, the city child finds himself released from nine months of strict supervision to comparative freedom on the city streets. Accumulative appalling lists of deaths and injuries from vehicles and the increasing number of juvenile crimes during July and August seem at last to have thrust this vacation problem upon the citizens' notice. Attempts were made to meet the situation by planning of playgrounds, vacation schools, camps and the like.

The first summer camp was started in 1880 by Ernest Balch because of his realization of the uneducative if not actually harmful vacation time spent by boys at the summer resorts with their families. Mr. Balch's assistants, in the course of time, started new camps. The first girls' camp was established in 1902.

In answer to a questionnaire sent out to directors in camps of high standing, in which they were asked to express their opinions on the purpose of the American recreational and educational camp, they agreed on the following objectives: communal life, the teaching of real values, the establishment of true friendships based on character alone and not upon superficialities, a cultivation of a spirit of service and neighborliness, and team work.

Such movements as the Camp Fire Girls, the Boy Scouts, the Girl Scouts, and others have helped in the acceptance of the camp idea by the general public. According to Dan Beard, "The Boy Scouts of America, rich and poor, are encouraged to do things for themselves. This teaches them not only the dignity of labor, but the necessity of labor for a healthy and normal development of physical and mental efficiency." The largest boys' camp in the world is located at Palisades Interstate Park and accomodates seven thousand scouts during the summer season.

The Y. M. C. A. was the first institution to establish summer camps for its members and the oldest existing camp today is that organized for them by Sumner Dudley in 1885. Churches and settlements have camps which act largely as relief stations from the hot city. The stay in these camps is usually limited, with the disadvantage that the child no sooner gets accustomed to his new environment than he finds that it is time to pack up and go home.

The West and Middle West have, so far, outstripped the East in municipal and school camps. Massachusetts leads in the number of health camps it maintains. It has recently passed a bill allowing cities to spend money for establishing health camps of their own and the State Department of Education at Boston has under consideration a plan for placing in its summer camps all underweight children of the state, up to ten years. So far, the health camps reach only those pre-disposed to tuberculosis.

In the Middle West, Gary has its school farm where boys pay four dollars a week for board and receive fifteen cents per hour for their work, with specified hours for athletics and social activities. Detroit has a camp with as fine a program as any privately owned, at the nominal fee of six dollars a week. Camp Raton for boys at Ute Park, New Mexico, is conducted on a non-profit-making basis, for as long a stay as they like. A long list of cities could be cited which give their youth proper help and guidance during the vacation season. The most noted example is Camp Roosevelt, established under the auspices of the Chicago Board of Education and which also functions as a National Training Camp.

Very little has been done in the direction of state or municipal camps for girls.

With the multiplication of private camps has come specialization. The earliest type of camp was the tutoring camp where youths made up work or prepared for higher training. Following these were the engineering camps. Today there

(*Continued on page* 10)

CHILD STUDY

published by

The Federation *for* Child Study

Child Study Association of America, Inc.

Headquarters 242 W. 76th St. — *Extension Office* 509 W. 121st St.

New York City

EDITORS

Alma L. Binzel — Cécile Pilpel
Sidonie Matsner Gruenberg — Jane H. Posner
Marion M. Miller — Lillian B. Symes
Cora Flusser, *Business Manager.*

Vol. 2 Subscription $1.00 a year No. 4

The Summer Vacation As Educational Opportunity

Most people think of "education" as something that happens in school, whereas it is really something that happens in children, wherever they may happen to be. The long summer vacation appears to us commonly as an interruption of the educational process, and indeed as a liberation from many responsibilities; but the child continues to have experiences, to receive impressions, to react to his environment, and to be modified accordingly by the day to day events. In other words, the education continues though the schools are closed.

We know how this relic of a bygone age comes to be with us. Originally the school was a term of instruction superimposed on the year's work at the point where it would least interfere with the useful work of children—in the winter, when the children could best be spared from the farm. The winter term has gradually become longer, until the standard school in most of our States takes from thirty to forty weeks out of the child's year. But along with other changes has gone the farm work, which was so large a part of the child's experience and education; and for most children, especially in the cities, there is nothing to take its place.

Much of the provision which has been made of late for the summer supervision and summer care of children has been in the nature of a safe place during the preoccupation of parents. Much of it has been in the nature of a haven for the poor. But more and more is the summer program coming to be a deliberately planned and directed educational opportunity. Even where it is for the children an apparently complete abandon of everything "educational", as in many camps, hiking tours, canoe trips or other form of adventure into the primitive, thoughtful leadership is making of the summer a most profitable, if enjoyable, experience. The contacts with new phases of nature and of human living, new relationships in work and play, new problems to solve, new situations into which to fit the ego, all make for expanded personalities, for increased control, for broader sympathies. And it is something to discover that so much can be learned without books.

The Alice Morgenthau Ehrich Memorial Library

The Trustees of the Alice Morgenthau Ehrich Memorial have placed at the disposal of the Child Study Association the sum of one thousand dollars to be used in developing its Library and have pledged the income of the fund for the current year for its maintenance. The Library will be known as The Alice Morgenthau Ehrich Memorial Library. From the outset, it will serve the urgent need of the Association for the books required by chapters and other research workers, and it is hoped that in the course of time it will constitute a model library of parental literature, and as such be a fitting tribute to Mrs. Ehrich's life work.

Any donation of books or funds which may add to the contents and equipment of the library is earnestly solicited.

March Lecture

Mr. Everett Dean Martin

Director of the People's Institute
will speak on

Habit and Personality

Monday, March 23rd, at 8:30 P. M.

Ethical Culture Meeting House, 2 West 64th Street
New York City

Free to members. Non-members, $1.00

The Summer Play Schools

There is nothing in the life of a child that will take the place of a summer vacation spent out-of-doors in a camp conducted along progressive educational lines. There the boy and girl acquire fine social habits, and gain happiness and health as one wholesome, active day follows another. The vacation's end finds them built up in body and soul, ready to profit by the school year they face.

But not every child is fortunate enough to be able to take advantage of these camps. All too many must stay in the city because of poverty, and an occasional day's outing, or two weeks at some fresh air camp, are the only breaks in the monotony of aimless weeks. Playgrounds help, but, at least in New York City, they are open only half a day, and the attendance is too large and too shifting to admit of the splendid individual guidance given at camps.

The Summer Play School Committee of the Child Study Association believes that it has found the solution to this problem. They have assisted, in the seven years they have been working upon their idea, thirteen organizations in New York City and one in Cleveland, Ohio, to use their own facilities and those of existing co-operating agencies to establish all-day-care programs for the children in their communities. This all-day-care is given in what are known as Summer Play Schools. Into these schools from nine o'clock in the morning until four-thirty or five in the afternoon, on every school day for eight weeks during July and August, come children ranging in age from two years to fourteen—and in health from those suffering from heart defects, or from serious malutrition, to those sound in body but sorely needing the guidance lacking in their lives because of ignorant or broken homes.

The schools are located mainly in settlements or on hospital roofs, although there is one in a public school, and another in a fine big private school. If the building offers no facilities for the cooking of the hot noon meal which is on every program, this can be procured at cost from a Central Kitchen called the Canteen. Fresh vegetables arrive at this Canteen daily from an organized group of friends with country gardens, and are utilized to the utmost in making the menus nutritious and attractive. A dietician supervises the Canteen and also gives talks to both children and mothers. In addition to the noon luncheon every child receives a half-pint bottle of milk each afternoon, and often selected groups of undernourished children have it in the morning as well. All have a period of rest following their luncheon.

The service of the luncheon itself is made a constructive force in the education for social habits as well as a health project. "Family" service prevails, with great emphasis laid upon the appearance of the table, for which stenciled runners or doilies, and painted "bottle vases" are made in the craft classes. The manner of serving each other is the responsibility of the "Head" of the table. Clearing the table in order to serve the dessert attractively usually renders the new Play School children, many of whom come from the most congested districts, quite awestruck. This feeling soon passes, however, and one of the chief delights of our visitors is to see a big room full of children happily chatting over a meal which is entirely their own responsibility after it leaves the kitchen.

The program is planned with a view toward keeping the children out of doors as much as possible. Classes are held in yards, and on roofs, and often in the parks, while picnics and other outings occur weekly at least, and swimming or showers are an almost daily activity. Both field and class work in nature study is given special attention. Much of the material for the class study comes from members of the Junior League of the Summer Play School Committee, a group of young people organized during the past season to help the work of the Play School Committee in many ways. Every phase of recreation, craft and manual work of all kinds, home economics, music and dramatics, give variety to the program of even the smallest school.

Health and hygiene find a large place in the instruction, since, everything else being equal, the malnourished child, or one suffering from structural or organic defects, is given preference. Urgent remedial work, recommended at the preliminary medical examination, is done before the opening of the schools, if possible, or at least by the end of the season. But the teaching of the health habits, which must be established if the general lack of vitality is to be arrested, must be

(*Continued on page* 8)

The Summer Vacation

(*Continued from page* 4)

boy or girl in a private camp. The two weeks period to which the vacation is usually limited is all too brief for effective rehabilitation, but the attempt to model these camps upon the best recreational and educational principles points the way to an awakening public opinion on this subject.

An interesting summer possibility for the boy from 13 to 18 is offered by the summer tours to France, organized by the French government and operating in this country with the assistance of the Touring Club of France. Every summer, one hundred boys, selected by teachers and principals from among the many applicants, are taken upon an educational tour of France, visiting not only the beaten tracks of art galleries and historic monuments, but the actual working centers of education, art, industry and politics. One trained instructor is provided for every ten children, a bibliography of appropriate reading matter is given each pupil and every attempt is made to give the young travellers an understanding of the actual life and culture of the French people, an opportunity which no amount of the conventional summer touring could give them. These tours probably point the way to a method of cultivating international understanding on the part of all civilized nations.

Summer tours of the United States, usually in small groups of four or five, have been organized under the leadership of responsible educators during the past few years. One group of four boys travelled to Colorado and New Mexico, where they visited, not only the Grand Canyon, but mining and smelter towns, great cattle ranches, Indian reservations and deserted gold camps. New Mexico is particularly interesting historically because of the remaining mixture of Spanish and Indian cultures—the Pueblo villages, the pagan Indian dances and the Spanish religious festivals. From here, the tourists go to Southern California, thence by boat to San Francisco, then to Vancouver. A few weeks are spent in the Canadian Rockies on the way home. All through such trips, the boys are receiving first hand knowledge of their country.

For the child who must stay in the city during the hot summer months, there are numerous types of out-of-door activity which may compensate in a small way for the lack of a real country vacation. With intelligent and careful planning, the parent of such a child may fill his vacation days with healthy, happy recreation and informal education. This may be done by taking advantage of all the resources offered by the municipality, by philanthropic and social agencies for this purpose. Parks and suburban countryside offer opportunities for picnicing and nature study, near-by beaches for swimming and sand modelling. Park concerts, municipal garden plots, organized playgrounds, afford both recreation and education.

The working parent who finds it impossible to accompany his children on beach and country excursions may encourage them to join such organizations as the Boy or Girl Scouts, Hiking Clubs and such other agencies as provide supervised trips for the city child. There are in New York City alone over 3000 members of organized hiking groups.

The Vacation Schools and Play Schools point the way to a desirable solution of the summer problem for the underprivileged city child, by approximating for him the physical, mental and moral advantage which the more fortunate child gets in the summer camp.

The Summer Play Schools

(*Continued from page* 7)

done through programmed work with the children and through simple study groups of the mothers. In one school a complete health correlation was successfully attempted. Home economics, including buying, cooking, and sewing, was given boys as well as girls. The hygienic factors governing the right kind of food and clothes were literally "worked out" by the pupils. A life-size manikin and its baby sister were the objects of much bathing, dressing, and first-aid nursing under the guidance of a trained nurse who was always in attendance at this school. Students in New York University were given credit for field work in these classes, and the American Child Health Association supplied a supervisor to follow this up with conferences.

Work with the mothers includes simple talks on various behavior problems such as obedience, punishment, fear, lies, use of money and movies. Talks on both phases of the child's development are carried throughout the winter if the local play school organization wishes it. If possible,

(*Continued on page* 12)

The Month's Activities

Three meetings of unusual interest to Child Study Association members were held in New York during the month of February under the Association auspices.

On February 11th Miss Alma L. Binzel spoke on "Conduct in the Making." Miss Binzel's thesis was that the way in which the environment meets the individual's behavior is a crucial factor in the making of conduct. The environment should provide the desired standards of conduct and guide the special trends of the child into ways that are satisfactory to him and acceptable to society. In the home the personality and conduct of the next generation is being made and the way in which the home meets the first response of the child and interprets his behavior determines his development.

On Wednesday, February 18th, Dr. Ernest R. Groves, Professor of Sociology at Boston University and author of "Personality and Social Adjustment", "Wholesome Childhood", et al, lectured on "Common Problems of Adjustment in Normal Children". Dr. Groves spoke of the difficulty of defining normality and of two tendencies indicated in most generalizations which distinguish between normal and abnormal individuals. The first is the frequent emphasis upon dissociation or divided consciousness in the abnormal; but there are many mild types of dissociation in normal life. The second is the emphasis upon adaptability, which derives from the biological view of life; but an individual's inability to cope with immediate circumstances is often due to lack of knowledge. The differentiation between the normal and the abnormal is largely a matter of social judgment. Family life has changed enormously on account of the urban conditions of life which relegate an ever diminishing sphere of influence to the family, whose functions are being increasingly assumed by the school. The family, however, still exerts its influence over the child at the most strategic period of its life—the pre-school age. Parents have two courses open to them if they would fulfill their obligations in the most intelligent way: either they must get the training necessary for their important job (and this is not a matter of inspiration and appeal, but of concrete science) or they must be willing to hand the child over to the expert who has had this training.

There are certain principles which underlie all the problems of parenthood:

1. The most important task of the parent is constant fellowship and contact.

2. The parent should not test his or her success on any one definite, concrete detail but on the general progress and development of the child. The new psychology teaches the parent the importance of assisting the child to acquire a personality, which is not a sequence of separate abilities.

3. The parent must not coerce the child, but must provide the stimulation that is in harmony with the desired result.

4. To prepare the child for the complicated and increasingly free life of today, his inner control must be built up. No human being is safe who is controlled from without.

Dr. Groves outlined some of the problems of childhood with which parents must deal:

1. Fixation: The child needs a great deal of protecting parental love in its infancy and this is absolutely wholesome, but there is danger in the persistence of this kind of love beyond the early years, for the child's maturity is thus retarded and often intercepted. The parents must begin early to prepare for their departure from the child's life, and he must be increasingly encouraged to develop toward a self-reliant life of his own.

2. Fear: Psychiatrists have been instrumental in spreading the misconception that fear is a useful mechanism because it protects from danger. The difference between fear and the recognition of danger is the difference between emotional reaction and intelligent reaction.

3. Inferiority and self-assertion: Self-assertion is often the reaction from a deep, inherent feeling of inferiority and usually has its beginning in the early life of the child in an accidental fashion, especially if the child is very timid. It can to a large extent be sublimated by the wise parent, who will provide some positive means of self-expression that will give the child the experience of success.

4. The fictitious versus the real things of life: There are two ways of looking at life—the playful and the serious. These should never be confused and the child should early be taught to discriminate between the real world and the imaginary one. The real must never be given to him in the form of the fictitious and rigid facts must never be in-

(*Continued on page* 12)

The Function of a Summer Vacation

(*Continued from page* 5)

are camps devoted to forestry, mechanics, photography, dancing, pageantry and music. The best type of camp for the average child aims at a general recreational and educational program.

A paper was read on the vacation possibilities in New York City for the child who must remain at home during the summer months. Many of the suggestions listed, such as beach parties, hikes, boat rides and playground activity are also applicable to other large centers.

In New York, the large parks such as Central, Prospect, Bronx, Palisades, Van Courtlandt, Pelham Bay, Forest, Seaside and Highlands, afford adequate out-door recreation and well-equipped playgrounds. The city has also nine recreation piers in addition to public baths and gymnasia. In Pelham Bay Park camping facilities are furnished for a nominal fee. The most modern and comprehensive playground in the country is Betsy Head, located in a densely populated section of Brooklyn. The area is ten acres and includes swimming pools, sand piles, running track and soccer field, gymnasium, athletic field and 500 school farm plots with a model farm house.

New York City is particularly fortunate in its natural facilities for picnicing. Beside the beaches, there are many boat excursions. Boat trips around Manhattan and up the Hudson are better than most geography lessons in the class room. Fishing trips may be organized to Sheepshead Bay, Freeport, New Rochelle and the Battery, giving an excellent opportunity for the cultivation of friendship between father and son. Canoeing at Pompton Lakes and on Passaic River is another quiet and healthful amusement if supervised by an elder.

The city parent should make every effort during the vacation season to take advantage of out-door concerts, pageants and other valuable projects for stimulating the child's imagination and enhancing his esthetic appreciation. In New York and other large cities there are many more opportunities of this sort than are generally known.

The question of summer work for the city child who must contribute to the family income should be carefully considered. Light out-of-door work that affords sufficient leisure for play may be better for an older child than an aimless life on the hot streets, but the parent must see to it that the hours are brief and the labor not exhausting. The type of work chosen should, if possible, contribute

(*Continued on page* 11)

The
PARK SCHOOL KINDERGARTEN

A Happy Environment
Worthwhile Play
Simple Occupations
Adequate Companionship

For terms and full particulars apply to

Mrs. Philip A. Feigin
1143 Fifth Avenue

Between 95th and 96th Streets

Telephone Atwater 1881

The
Lincoln OUT O'DOORS Club

Director
E. J. SMUTNY

A Selected Group of Boys for Daily After-school Recreation

Private Play Grounds
Auto Transportation
Seasonable Sports
College Tutors
Gymnasium
Age 6 to 11

—*OFFICE*—
1974 Broadway, New York City
Phone, Trafalgar 7740-1

FOURTEENTH SEASON

The Function of a Summer Vacation

(*Continued from page* 10)

to the child's preparation and education for life and should never be considered in the light of pecuniary gain, only.

Discussion.

During the discussion the question of the value of co-educational camps was again raised. It was stated that in the opinion and experience of most camp directors, the only reason for segregating boys and girls during the vacation period was the fact that in out-of-door living girls and boys seem to have more fun by themselves, because of differing aptitudes for different games and sports. This is particularly true of older children. With smaller children the difference is negligible.

An opportunity for relating the world of art and literature to a routine camp program without formal academic instruction was illustrated by the experience of a boys' camp director, who utilized the story-telling hour around the evening camp fire for stories such as Conrad's Lord Jim, Kipling's Kim, The Nibelungenlied, as well as Bible Stories. The manner in which such story-telling captured the imagination was illustrated by the fact that this particular group of boys on hearing the tale of David and Goliath proceeded to dramatize it.

In discussing Camp Roosevelt, the question was raised as to the militaristic implications of the training given there. Opinion was divided as to the value of such training. It was thought desirable to receive further information on camps of that type and to study the effects of such training before advocating more camps of this kind. In answer to the question of parents visiting their children at camps, it was said: Parents having assured themselves regarding the physical, mental and moral character of the camp they have chosen for their child must in fairness to the camp authorities refrain from interference with the summer program. Very often the benefits of camp life for the child are jeopardized because of the parents' undue anxiety and too frequent visits.

In regard to the child who must stay in the city during the summer months, it was felt that the parents of such a child should realize that their plans must be adjusted to his needs during the vacation period. Every effort should be made to live near some center of out-of-door recreation, even if this should entail some inconvenience to the parent. The importance of the summer vacation in the child's life should be recognized and met, even at the cost of adult sacrifices.

Phone Plaza 0023 *Telephone Orders Given Special Attention*

KIDDIE CORNER, Inc.
Children's Apparel
Toys and Gifts for Children of All Ages
28 East 56th Street New York City

IF YOU HAVE A LITTLE DAUGHTER
between 10 and 14, why not have her join our group on Saturday afternoons from 2 to 6, to visit points of interest in New York and for general recreation. Hiking, skating, etc., under the supervision of a trained companion—young, cheerful and responsible.
MISS E. UNNA, A.B.
Telephone: Morningside 1206 Apartment 1

OCEAN LODGE
A Better-class Guest House
429 West Penn Street
Long Beach - Long Island
Arrange for a delightful Easter Vacation
No reservations made after March 16th
New York Telephones: Atwater 1831—6482

When you get to the point
where the pretty-pretty type of photograph no longer satisfies you, then you will want the RABINOVITCH kind. They are made for people who live in an atmosphere of refinement—who were born with taste or else acquired it long ago. These portraits are new, different and *distinctive* and are not turned out in the factory manner of the photographic studio. They have hung in all the fine salons of Europe and America and in many one-man exhibitions and have been reviewed by art critics. They cost little more than the ordinary kind, though they look expensive.
RABINOVITCH 25 West 50th Street, New York
Photographer Telephone, Circle 4620
Sittings booked only for clients personally recommended

Camp Minnewawa
A Maine Camp limited to 40 selected Boys
Directors
Dr. G. A. Friedenwald
E. J. Smutny
Office
1974 BROADWAY, N. Y. C.
Trafalgar 7740-1

The Month's Activities

(*Continued from page* 9)

terfered with by personal emotions. The child should be encouraged to distinguish between the true and the false by recognition of his ability to deal with concrete reality.

On Wednesday evening, Feb. 25th, Dr. Frankwood E. Williams, Medical Director of the National Committee for Mental Hygiene, spoke on "Fears in Childhood."

Childhood is not the simple happy experience we look back upon from maturity; its problems are as complex, mystifying and full of unhappiness as any adult ones may be. Emotional disturbances of childhood have a tremendous significance inasmuch as they contain the unconscious material which determines in large measure the conscious reaction which will affect conduct in adult life.

Dr. Williams spoke of the difference of opinion concerning the question—should fear as an emotion be put into the life of the child? The disciplining, and protective value of fear was overemphasized in the child-training methods of past generations. Dr. Williams' opinion is that we must differentiate between fear and fright; we must recognise that fears, inoculated into the child for the sake of meeting the present emergency, may have a paralyzing effect upon his adult reactions in later life. A partial list of these fears includes fear of ghosts, hell, sin, the dark, doctors, dentists, hospitals, parents and authorities in general. There are also many fears caused by leaving the child in ignorance upon certain vital matters or giving him only partial information. Among these are the fear of birth processes and of the biological functions. The mother must meet these fears and forestall as far as possible their inhibiting effects by giving the child the necessary and adequate information. Otherwise the child will construct troublesome fantasies around these subjects. These fantasies may persist into adulthood and call for so elaborate a defense mechanism that nothing but a neurosis or even a psychosis will satisfy them. Sometimes they develop into specific phobias.

In closing Dr. Williams called the attention of mothers to one more fear: the fear of fears in childhood. The mother must keep her perspective of the problem and realize that she is preparing the child for life, not for living in a glass case. She must not be oversolicitous about his emotional reactions. Many childhood fears are inevitable and unavoidable and the wisest course is to help the child to meet each situation as it arises in the most intelligent and rational way.

The Summer Play Schools

(*Continued from page* 8)

health classes also continue for the benefit of the neediest cases brought to light during the previous season. Where the work with both children and their mothers continues the year round, valuable gain is made in both physical and moral standards of the community, especially when the work is carried over a period of more than one year.

Support and encouragement of the Play School idea have poured in from many sources. The programs are constantly enriched by the best types of amusements, boat and bus rides, and treats of all kinds. The city sponsors the work with help in the way of equipment and supplies, buildings or transportation wherever necessary, and teachers of kindergarten, physical training, shop and sewing. The engaging and supervision of these teachers are done by the Child Study Association, which, besides helping the local organization to find specialized teachers in other subjects, also helps it to adapt the play school idea to its own facilities, and acts as a clearing house for various cooperating agencies. During the winter, when the schools are not in operation, it is constantly at work searching for new cooperating agencies and methods whereby they may be utilized to improve the Play School program.

While at present the work is mainly with underprivileged children, the idea is adaptable to children of all classes, and should be so regarded. The time is coming when these schools will be taken over as a civic duty toward any child, in city or town, who cannot spend his summer vacation in some fine camp. Until that time comes, the Child Study Association must keep the illustration before the public, and continue its task of perfecting a program that will utilize the constructive forces of a community for the fullest benefit of the Summer Play Schools. —*Lucy N. Retting*

Book Reviews

What Ails Our Youth? Dr. George A. Coe. Scribner's, 1924.

Dr. Coe, himself a teacher and therefore qualified to speak, feels that modern education is not meeting the changed conditions of this new post-war age. The new status of woman in society, and the fact that this is a largely mechanized world, a world in which great economic forces should be brought to the service of all, are some of the conditions for which education should fit youth. He feels that hitherto the relations between colleges and students have been too much a matter of impress—of rubber-stamping students with the aims and ideals of the college and not leaving enough free judgment, action and selection to the student. In the extreme departmentalization of colleges, the valuation of the life function is not enough stressed, the necessary outlook for human living is overlooked. He feels that youth has the right to education on such important questions as knowledge needed as a tax payer, a voter, a parent, resources for future happiness, the overcoming of ancient, recognized evils, etc., and thinks that if there is lack of intellectual interests in colleges, it is because of the fact that knowledge has been dissected into dead specimens, instead of being used for living purposes. Colleges, too, have become dependents on the bounty of the capitalistic class, due to their tremendous expansion and greater need, and their personnel has been chosen largely in accordance with the wishes of affluent boards of trustees, thereby becoming more or less slaves to certain principles which do not always make for the most sound methods of education. A just education, says Dr. Coe, will assume that this is a changing social world and the prime function of educated people is to make the appropriate social changes—to aim at cultivated variability. In order to do this there should be a focalized and concrete ethical outlook, a knowledge of judgment upon facts and some experience in making these social changes. To awakened youth education falls short in many ways. We must change our tradition, recognize youth, learn from youth and cooperate humbly with it, so that society may become more plastic, have greater variability and education assume a wider significance and a different meaning. The book contains some excellent ideas and, aside from a slight tendency to the maudlin where religious proselytizing is stressed, and sentimentality where religion is dealt with, should prove helpful to teachers and laymen. A. F. G.

Books Received For Review

The Mind and Its Education. George Herbert Betts, Ph.D. Appleton. $1.90.

Nervous and Mental Re-Education. Shepherd I. Franz. Macmillan. $2.00.

Elements of Educational Psychology. Lawrence A. Averill. Houghton Mifflin. $2.15.

Religion and the Mind of To-Day. Joseph Alex. Leighton, Ph.D. Appleton. $2.50.

International Year Book of Child Care and Protection. Longmans, Green. $3.00.

(*Continued on page* 15)

The Walden School

BOYS and GIRLS
Nursery Age to College
In this modern school children create for themselves a varied and colorful world and develop knowledge and initiative through their own eager interest.
Write for Booklet
34 West 68th Street, New York

1825—Appleton Centennial Year—1925

Books for Parents

D. Appleton and Company are specializing in books for parents, dealing with many phases of child study and training. Below are listed some outstanding titles. Descriptive circulars about these books for parents will be sent free upon request.

CHILD TRAINING, by Angelo Patri. $2.00.
TALKS TO MOTHERS, by Angelo Patri. 50c.
THE MORAL INSTRUCTION OF CHILDREN, by Felix Adler. $2.00.
NUTRITION AND GROWTH IN CHILDREN, by W. R. P. Emerson, M.D. $2.50.
REVERIES OF A FATHER, by John Crawley. $1.00.
THE PSYCHOLOGY OF THE PRESCHOOL CHILD, by Bird T. Baldwin and Lorle I. Stecher. $2.75.
THE BOY AND HIS FUTURE, by Nicholas Ricciardi. (Ready in March.) $1.25.
THE UNSTABLE CHILD, by Florence Mateer. $2.75.
EDUCATION FOR MORAL GROWTH, by Henry Neumann. $2.50.

D. APPLETON AND COMPANY
35 West 32nd Street **New York**

The most fascinating book of Child Psychology ever written

The CHALLENGE of CHILDHOOD
by IRA S. WILE, M.S., M.D.

The causes of maladjustment in children are legion. Above all, there are no simple, hard-and-fast rules. So Dr. Wile, one of America's most eminent authorities on the problems of childhood, has taken fifty children, and written their histories, showing the many approaches to the problems as they were undertaken, and showing the results.

Frankwood E. Williams, Medical Director, National Committee for Mental Hygiene.—"Each case stands out as a little storiette, full of drama and human interest. The book is full of good medicine, psychiatry, psychology, and packed with good common sense." $3.50

THE NEW PSYCHOLOGY
—and the TEACHER ($1.75)
—and the PARENT ($1.75)
—and the PREACHER ($2.00)
by H. CRICHTON MILLER, M.A. M.D.

Three books of psychology that have become standard, both for the layman and the professional.

THOMAS SELTZER, 5 W. 50th STREET
NEW YORK

39th Season

WEINGART'S

Located at Highmount, Catskill Mountains, N. Y., at an elevation of 2,000 feet above sea level

An Exceptional Summer Camp for Boys

Unequalled Reputation for

CONSCIENTIOUS CARE AND INDIVIDUAL ATTENTION

Address: ROBERT A. WEINGART
Hotel Prisament, Broadway and 74th Street

Telephone: Endicott 3000 New York City

JACOB M. ROSS, Ph.D.
317 WEST 99TH STREET
NEW YORK

Telephone Riverside 4457

Principal of
Junior High School 139, Manhattan.

CAMP KODA

FOR BOYS

ON LONG LAKE near BAY OF NAPLES

BRIDGTON, MAINE

EPHRAIM WEINSTEIN, M. A.
452 FORT WASHINGTON AVE.
NEW YORK

Telephone Billings 0987

Asst. Principal of
Public School 43, Manhattan

S. Schiffman & Co.

FURS

140-142 West 72nd Street

near Broadway

New York City

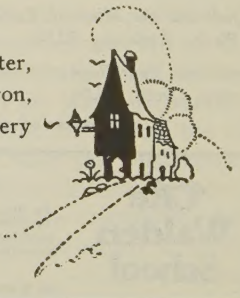
Telephone Columbus 3425

Mrs. Ehrich

707 Fifth Avenue
at 55th Street

Gifts for the Bride's Home
from $2.50 up.

Antiques, Pewter,
Handwrought Iron,
Italian Linens, Pottery
and Glass.



(*Continued from page* 13)

Suggested Readings From Current Periodicals

What Constitutes an Adequate Recreational Life,—For the Pre-School Child, For Pre-Adolescence, Adolescence, For Young Men and Women, For the Middle-Aged, by Luella Palmer, Lorne Barclay, Eva Betzner, John Bradford and Elbert K. Fretwell. The Playground, Feb. 1925.

The Energies of Girls, by Elizabeth Kemper Adams—Playground, Feb. 1925.

As expressed and directed in the Girl Scout movement.

Recreational Activities for Girls—Other Than Physical, by Lester F. Scott—Playground, Feb. 1925.

As expressed in the nature and handicraft program of the Camp Fire Girls.

Rag-Time, Jazz and High Art, by W. J. Henderson—Scribner's Magazine, Feb. 1925.

In explanation to a bewildered public.

Rummage Sale

Friends and members may send donations to our Annual Rummage Sale to be held in the Fall to the Liberty Storage Co., 64th and Broadway. Address to Child Study Association.

Publications of the Child Study Association of America, Inc.

Outlines of Child Study—
A Manual for Parents and Teachers
Published by the Macmillan Co., 1922.....$1.80 and postage

Sons and Daughters
by Sidonie M. Gruenberg.....$1.10 and postage

*Parents' Book List, 1922..... .25

*Supplement to Parents' Book List, 1923-1924.... .10

*Suggestions for a Parent's Book Shelf..... .05

*Supplements to Children's Book List, 1922, 1923, 1924 .....each .10

*A Selected List of Music Books for Children.. .05

Play School Manual, 1919..... .50

Studies in Child Training
Punishment, Obedience, Truth and Falsehood, Curiosity, Use of Money.....each .10

*Child Study Bulletin
Yearly subscription (8 issues)..... 1.00

*Free to members.

CAMP WEYOU-WEGA
Hartford, Maine

Tutoring Camp for Girls
Elementary and High School subjects by specialists in education, two hours daily
Land and Water Sports and Mountain Hiking form part of the program

EMMA GRAUMAN, *Director*
160 Claremont Ave. Morningside 1220-W
Booklet upon request

Financial Publicity *Social Welfare Photography*
HIRAM MEYERS
336 EAST 17TH STREET NEW YORK
Lexington 10291

STEPHEN SLESINGER
BOOKS
2210 Broadway at 79th Street
Endicott 6241
BOOKS DELIVERED WITHIN TWENTY-FOUR HOURS

NEW SCHOOL *for* SOCIAL RESEARCH
465 West 23rd Street

EXHIBIT

Books on Psychology and Childhood
March 2nd to 20th

Pictures by the Walden School Children
March 9th to 20th

Tea served in lounge every Friday afternoon, 4:30 to 6

FEDERATION FOR CHILD STUDY

CHILD STUDY ASSOCIATION OF AMERICA, INC.

Headquarters 242 W. 76th St.

Extension Office 509 W. 121st St.

New York City

OFFICERS

MRS. HOWARD S. GANS . . . . . *President*
MRS. FRED M. STEIN . . . . *Vice-President*
MRS. DAPHNE DRAKE . . . . . *Secretary*
MR. JESSE W. EHRICH . . . . . *Treasurer*
MRS. JAMES FRANK . . . . *Asst. Treasurer*

MRS. SIDONIE M. GRUENBERG . . . *Director*
MRS. MARION M. MILLER . . *Assistant Director*
MRS. CÉCILE PILPEL . *Director of Study Groups*
MISS ALMA L. BINZEL . *Special Educational Associate*
MISS MARGARET J. QUILLIARD . *Director of Field Work*
MRS. VIOLET A. JERSAWIT, *Director of Speakers Bureau*
MRS. LUCY N. RETTING . *Director of Play Schools*
MISS CONSTANCE HOOK . *Organization Secretary*
MRS. LILLIAN B. SYMES . *Publications Secretary*
MISS CLARA POLAK . . . *Executive Secretary*
MISS HETTIE HARRIS . . *Executive Secretary, Extension Division*

ADVISORY BOARD

New York City

DR. FELIX ADLER
MR. PERCIVAL CHUBB
PROF. JOHN DEWEY
PROF. STEPHEN P. DUGGAN
DR. JOHN LOVEJOY ELLIOTT
MISS MARY FLEXNER
MISS LAURA B. GARRETT
PROF. FRANKLIN H. GIDDINGS
DR. I. EDWIN GOLDWASSER
SIDNEY V. HAAS, M.D.
PROF. PATTY SMITH HILL
CHARLES GILMORE KERLEY, M.D.
MRS. HENRY MOSKOWITZ
PROF. HARRY ALLEN OVERSTREET
DR. THOMAS W. SALMON
MRS. ANNA GARLIN SPENCER
PROF. EDWARD L. THORNDIKE
IRA S. WILE, M.D.

Baltimore, Md.
TRIGANT BURROW, M.D.

Boston, Mass.
PROF. FELIX FRANKFURTER

Detroit, Mich.
MRS. HELEN T. WOOLLEY

Fitchburg, Mass.
PROF. EDWIN A. KIRKPATRICK

Madison, Wis.
PROF. M. V. O'SHEA

Philadelphia, Pa.
PROF. EARL BARNES

Lausanne, Switzerland
DR. JEAN WAGNER

London, England
DR. C. W. KIMMINS

BOARD OF DIRECTORS

MRS. DAPHNE DRAKE
MR. JESSE W. EHRICH
MRS. BENEDICT ERSTEIN
MR. BERNARD FLEXNER
MRS. JAMES FRANK
MRS. HOWARD S. GANS
DR. BERNARD GLUECK
MR. DANIEL G. GRIFFIN
MRS. SIDONIE M. GRUENBERG
MR. FRANK E. KARELSEN, JR.
DR. WILLIAM H. KILPATRICK
MR. WILLIAM H. KOBBE
DR. ROBERT J. LEONARD
MRS. MARION M. MILLER
MRS. B. B. MUNFORD
DR. GEORGE W. PARKER
MRS. CÉCILE PILPEL
MR. WHARTON POOR
MRS. MIRIAM SUTRO PRICE
MRS. LEOPOLD ROSSBACH
MR. HERBERT K. STOCKTON
MRS. S. W. STRAUS
MRS FRED M. STEIN
MRS. LEWIS THOMPSON

For Your Children

The Most Interesting and Most Usable Books Ever Printed

COMPTON'S PICTURED ENCYCLOPEDIA

(10 volumes)

COVERS THE WHOLE WORLD OF KNOWLEDGE

COMPLETE--ACCURATE--SCHOLARLY --ALPHABETICALLY ARRANGED--but as *READABLE AND FASCINATING AS A STORY BOOK*

EVERY LINE WRITTEN
EVERY ILLUSTRATION PREPARED
SINCE THE END OF THE WORLD WAR

SO CLEAR--A child can understand every word of it.

SO PRACTICAL--That busy men and women use it daily in their work.

SO ENTERTAINING--That young and old alike read it for pleasure.

ENDORSED BY FEDERATION FOR CHILD STUDY

"This is decidedly the best compendium of universal knowledge for young people that has so far appeared. The material is arranged alphabetically by titles and names, but each volume has a classified guide to the contents, and there is a comprehensive index and study-guide in the last volume. The articles are interestingly written without compromising the child's intellectual self-respect; and there is no straining after mystification and the marvelous." —*From "A Selected List of Books for Children" (1922) by the Children's Literature Committee of the Federation for Child Study.*

New York Office—F. E. Compton & Co.
19 West 44th Street
Phones Murray Hill 5182—4807

F. E. COMPTON & CO.,
19 West 44th St., N. Y. City.

Without any obligation on my part, please send me your beautiful 60-page free book of sample pages of COMPTON'S PICTURED ENCYCLOPEDIA.

Parent's name.....

Address .....

Occupation .....

Names and ages of children.....

.....